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SHOULD VITAMIN D BE GIVEN ONLY TO INFANTS?

VITAMIN D has been so successful in preventing rickets during infancy that there has been little emphasis on continuing its use after the second year.

But now a careful histologic study has been made which reveals a startlingly high incidence of rickets in children 2 to 14 years old. Follis, Jackson, Eliot, and Park* report that postmortem examination of 230 children of this age group showed the total prevalence of rickets to be 46.5%.

Rachitic changes were present as late as the fourteenth year, and the incidence was higher among children dying from acute disease than in those dying of chronic disease.

The authors conclude, "We doubt if slight degrees of rickets, such as we found in many of our children, interfere with health and development, but our studies as a whole afford reason to prolong administration of vitamin D to the age limit of our study, the fourteenth year, and especially indicate the necessity to suspect and to take the necessary measures to guard against rickets in sick children."

*R. H. Follis, D. Jackson, M. M. Eliot, and E. A. Park: Prevalence of rickets in children between two and fourteen years of age, Am. J. Dis. Child. 66:1-11, July 1943.

MEAD'S Oleum Percomorphum With Other Fish-Liver Oils and Viosterol is a potent source of vitamins A and D, which is well taken by older children because it can be given in small dosage or capsule form. This ease of administration favors continued year-round use, including periods of illness.

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THE JOURNAL OF SCHOOL HEALTH

Devoted to the interests and advancement of school health service and instruction. Your participation by membership is solicited.

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THE WISCONSIN BENEFIT PLAN*

By P. F. NEVERMAN

Wisconsin Interscholastic Athletic Assn.

In order to secure actual facts in connection with Athletic injuries, their causes, as well as the care and cost, the Wisconsin Interscholastic Athletic Association decided to make an extensive study of the problem in 1928. The study was made over a two year period from September 1928 to June 1930. While the information secured was far from complete and represented a small fraction of the total which convinced the Board of Control that some plan should be found or developed which would assist injured athletes in paying for the care incident to such injury. It also was decided to use the information developed as a fact-finding study to determine, if possible, cause of injury and to discover methods for prevention.

The question has been asked, why they did not have some insurance company underwrite the cost. After determining the desirability, as well as the need of protection several large insurance companies were contacted. They were not interested or would cover athletic injuries only at a prohibitive cost. The State Insurance Commission was approached and they gave constructive help and outlined two possible plans: One, the organization of a new insurance company for the specific purpose of giving protection; and second, the conducting of the plan under a definite benefit schedule as part of the regular organization service. It was decided to adopt the second suggestion and to approve a benefit plan.

The plan was initiated in September 1930 and made provisions for covering all boys eligible for scholastic competition who passed a satisfactory physical examination by a physician and whose parents by signature agreed to participation in the sport. The plan set up very definite regulations relative to the reporting of injuries within five days and the completion of the requests on affidavits by boys, physicians, and principals within sixty days. A schedule limiting benefits to breaks provable by radiograph was adopted. No fee was asked during the first two years. The plan

*Abstracted from Journ. Health & Physical Education, Nov. 1945, by A. E. Maines, M.D.

was developed to a point where all injuries resulting from all athletic participation or competition are covered.

The principles originally approved have been retained with the exception of the five day reporting period that has been liberalized to twelve days, and affidavits are no longer required, and numerous additions to the schedule of benefits and registration fees were established.

A study of injuries showed that football was by far the most hazardous sport and in 1935 a differentiated fee of fifty cents for all sports and twenty-five cents for all except football was set. This fee remained unchanged until 1939 when the fee was set at seventy-five cents for all sports and twenty-five cents for all except football. In 1940-41 school year, a so-called double benefit was approved, the regular schedule known as "A" while the second was indicated as "B." The two schedules varied in both cost and benefit. They were developed in order to better meet local situations.

With the beginning of the third year, dental injuries were included in the schedule. During the first seven years of operation only high school students, grades nine to twelve, were eligible for participation. Beginning 1937-38 seventh and eighth grade students were accepted. With the beginning 1938-39 school year, a travel benefit was included at an additional cost of only ten cents per year. This travel benefit was operated under a very definite and separate schedule.

Participation by member schools has been very high. During the first year when no fee was required 93 per cent of all schools enrolled with 18,120 boys covered. During 1933-34 when the registration fee was first introduced only 90 per cent took part with 16,582 boys covered. 1938-39, 96 per cent of the schools were included with 25,338 boys covered. For 1944-45 98 percent of the schools participated with the registration exceeding 26,000.

During the sixteen full years of operation, a total of 331,267 boys have been covered in 2,417,671 sport exposures. The total paid out in benefits amounts to $208,160.20 which represents 91 percent of the total cost to the association. 80 percent of this total has come from registration fees while the balance of approximately $48,000 has been taken from basketball tournament profits.

It might be of interest to know that the Wisconsin football injury ratio has been reduced from ninety-two per one thousand, for 1930-34 to an average of forty per one thousand during the last ten years. They attribute this largely, if not entirely, to the lessons learned from the Benefit Plan.

Since the initiation of a Benefit Plan in Wisconsin, twenty-six other states have approved similar programs. New York was the next in line. All states with but two exceptions operate and finance the plan through the State High School Ahletic Association.

Of course the actual test of the plan is the number participating. Benefits, simplicity, and cost of operation together with the rates will determine the number participating.

The Wisconsin Board of Control has always been mindful of the possibility of covering all children in the elementary and secondary school field. Progress has been slow which has been positive and constantly heading toward complete coverage for all children both at work in school and at play under school and community supervision.

The 1945-46 Benefit Plan provided for protection during the vacation period in definitely established and regularly supervised recreational programs.

The Athletic Accident Benefit Plan covers participation in baseball, softball, golf, swimming, and tennis where the programs for the summer activity have been approved by the W.I.A.A. The W.I.A.A. cooperates with other organizations now sponsoring such programs and assists in the setting up of such programs in communities offering supervised summer recreational activities.

All that are covered by the Benefit Plan for the previous year have their protection continued without cost during the summer following such enrollment.

A plan to make protection available to all pupils in Wisconsin Public Schools under the following conditions became effective September 1, 1945.

The All-Pupil Coverage Plan Provides:

1. Coverage under Schedule "A" for all pupils of the public schools of Wisconsin for the school day, exclusive of transportation from home to school and return.
2. Coverage for all scheduled injuries under Plan A and up to the maximum indicated.
3. Coverage for all injuries on the playground, class rooms, in the hallways, or on the stairways between the specific opening and closing hours of the school day.
4. The cost per pupil coverage for the school year exclusive of vacation period will be 10 cents per pupil.

Requirements for Participation:

1. The student must be a pupil in a public school which is part of a community maintaining a W.I.A.A. member high school.
2. He must be certified by the principal of the school as being eligible.
3. Coverage will not be effective until the fee, on the basis of 10 cents per pupil as reported on the total enrollment for the previous year, has been received in the office of the Secretary.
4. Medical and dental examinations will not be required but are recommended.
5. Reports of injury must be made by the principal of the W.I.A.A. under the same basis and the same conditions as the Accident Benefit Plan.
6. All other requirements for the Benefit Plan, not especially modified under pupil coverage provision will also prevail.

This does not include the coverage of the 7th and 8th grades junior high school pupils, or senior high school pupils during the time they are engaged in practice or participation in intramural or interschool athletic programs.

More than 50,000 pupils were covered under the plan as of September 4. The first year figure should be 100,000. Facts developed should assist in reducing injuries.

SCHEDULE "A" BENEFITS

The following are a few of a total of 51 benefits available under Schedule "A." The principal sum is not to exceed $300.

Entire sight of one eye is irrevocably lost	$200.00
Both bones of either leg fractured between ankle and knee	100.00
Both bones of either arm fractured between wrist and elbow	85.00
Cerebral Hemorrhage	75.00
Fractured Vertebrae	60.00
Ruptured kidney, postitive blood in urine	50.00
Either bone of either leg fractured between ankle and knee	45.00
Either bone of either arm fractured between wrist and elbow	35.00
Fractured Collar Bone	30.00
Fractured Nose	15.00
Fractured bone in hand or foot, radiograph required	12.50
X-ray examination to determine fracture (negative to fracture or dislocation)	7.50
Hospital Benefit	75.00
Medical Attendance, maximum	12.00

If an injury does not come under the above schedule of benefits but requires treatment by a legally qualified physician or surgeon, not including treatment on the field at the time of play or practice, an allowance of $2.00 for the first treatment and $1.00 for each subsequent treatment will be made up to a maximum of $12.00.

Dental injuries are as follows:

Replacing loosened or displaced fillings	3.00
Loss of one tooth	20.00
Single or simple fracture jaw	30.00
Maximum fee for one dental injury other than the fractured jaw involving more than one fractured tooth	40.00

Education in its many forms and numerous ramifications is a state requirement. The school in turn has the responsibility of making the training both valuable and safe. Parents and schools operating together can accomplish much in the program for physical fitness.

* * * * *

New York State Athletic Protection Plan*

The Athletic Protection Plan is a non-profit co-operative plan incorporated under the laws of New York State and functioning under the supervision of the State Department of Insurance. The plan derives its money from small fees collected from the schools. This makes available a fund of money to provide medical care to those students who sustain injuries in interscholastic sports and intramural and physical educational activities. Benefits are paid from this fund in accordance with a maximum medical indemnity schedule.

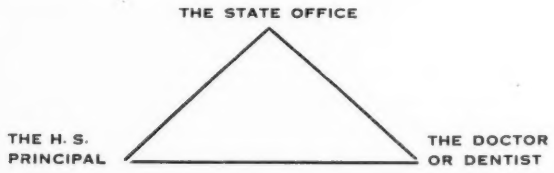
During its thirteen years of operation, the Plan has distributed in claims over $145,000 to the doctors and dentists of the state.

The Plan Has Two Major Purposes:

1. It aims to lessen the dangers and hazards of athletic games by utilizing every safety device possible. Pre-season physical examinations, safe playing fields and halls, good protective equipment, competent coaching and good officiating are all important factors in the prevention of accidents. A physician should be on the ground or quickly available at every strenuous athletic contest.
2. It guarantees prompt and adequate medical care when injuries occur. By providing a schedule of payments which closely parallels the Workmen's Compensation schedule of the state, an injured student may receive adequate care and the physician or dentist may be assured of a fair return for his services. The fee schedule, however, represents maximum amounts for specific injuries. If all accidents should reach the maximum payments, the low cost of this protection would need to be more than doubled.

The success of the State Athletic Protection Plan rests on a triangular foundation. On the apex is the State office of the Plan, on the second angle is the Principal of the local high school, and on the third angle the local Physician or Dentist. It is important that the function and inter-relationship of these three be understood.

*Abstracted by A. E. Maines, M.D., from School Management, Oct. 1945.



The State office acts as the collecting agency for the funds necessary to meet the medical costs which result from accidents to students. It is entirely a non-profit service organization. Checks are sent to the principal of the school, in fact all business arrangements are made with and through the principal. The statistical records kept in the State office points the way to improved safety rules for protection and game management.

The Principal handles all business arrangements between the State office and the parents. All checks are sent to him and he in turn gives them to the parents.

The Physician and Dentist form the third angle. The State Medical Society has cooperated with the officers of the Plan in its development and growth. Legally the physician should look to the parents of the injured boys for payments. If their medical bill is in excess of our scheduled rates they must expect the difference from the parents. Our experience has been that when doctors and dentists know of our objectives and our purposes, they form the most cooperative angle of our triangle. Every injured boy goes to the physician of his choice.

PREMIUM RATES

INTERSCHOLASTIC:	per student per sport	
Football (11 and 6 man), wrestling	$2.50	
Hockey, lacrosse and skiing	2.00	
Basketball and soccer	1.00	
Track, tennis, baseball, golf and cross-country	.50	
*All Interscholastic sports (Coverage A)	2.75)	Per Student Per Year
*All Interscholastic sports, except football (Coverage B)	1.50)	
INTRAMURAL	per student per year	
Football, wrestling, hockey and lacrosse	2.00	
All other games, contests and sports	.60	

In comparing the New York State Plan with the Wisconsin Plan, we find that the premiums are smaller in the Wisconsin set-up but the benefits are somewhat less than the New York State Plan. At the present time there is no set-up for a summer sports program. They both have the same objectives, which is the protection of the child at the least cost to the parents.

MAXIMUM MEDICAL INDEMNITY SCHEDULE

DISLOCATIONS*	Not to Exceed
Shoulder	$ 35.00
Elbow	30.00
open**	50.00
Wrist: closed	15.00
open**	40.00
Finger: reduction and splint	5.00
open**	30.00
Ankle	30.00
Astragalus	40.00
Toe	5.00

Any dislocation injury which does not keep a student out of competition for a period of at least 20 days is limited to a maximum payment of $5.00.

SPRAINS*	
Knee	$ 15.00
Elbow	15.00
Wrist	10.00
Ankle	20.00

Any sprain which does not keep a student out of competition for a period of at least 10 days is limited to a maximum payment of $5.00.

EYE, KIDNEY AND KNEE INJURIES*	
Medical treatment for injury to eye or eyes	$ 75.00
Kidney injury	50.00
Injuries to internal knee ligaments	50.00
If operative	100.00

FRACTURES	
Fractured skull (operative case)	$100.00
Concussion of skull*	35.00
Upper jawbone (Maxilla)	35.00
Lower jawbone (Mandible)	50.00
Broken nose	25.00
Broken nose**	40.00
Shoulder (Clavicle)-closed	30.00
open**	50.00
Scapula	30.00
Broken rib or ribs	5.00
Vertebral process (non-operative)	40.00
Vertebrae-open**	100.00
Pelvis (one bone)	50.00
Multiple	75.00

ARM FRACTURES	Not to Exceed
Humerus—closed	$100.00
open**	125.00
Radius or ulna—closed	50.00
open**	75.00
Both radius and ulna—closed	100.00
open	125.00
Broken elbow involving joint	75.00
Colles fracture—closed	60.00
open	100.00
Wrist carpal—closed	50.00
open	75.00
Wrist metacarpal—closed	30.00
open	60.00
Finger—one	20.00
multiple on one hand	35.00

* Services to be determined on a per visit basis of $2.00 for office calls and $3.00 for house calls with $1.00 extra for strapping when required for dislocations or sprains.

LEG FRACTURES

Femur—closed	$125.00
open	150.00
Knee cap (Patella)—closed	50.00
open	100.00
Tibia—closed	75.00
open	110.00
Fibula—closed	50.00
open	75.00
Os calsis—closed	50.00
open	100.00
Tibia and Fibula—closed	100.00
open	150.00
Metatarsal (ankle) bones—closed	30.00
open	60.00
Astragalus—closed	40.00
open	80.00
Tarsal—closed	30.00
open	60.00
Toes—single	20.00
several	35.00
Potts fracture—closed	75.00
open	100.00

COMPOUND FRACTURES

Indemnity limits listed in the provisions captioned "Fractures," "Arm Fractures," and "Leg Fractures" shall be increased 50% in the event of compound fractures.

LACERATIONS, CUTS AND CONTUSIONS*

Physician's fee plus $1.00 for each suture	$50.00
Tetanus Ant. treatment when given at first office call	1.00

MAXIMUM X-RAY INDEMNITY SCHEDULE

X-Ray demonstration by physician with:	XD Qualification***	SD Qualification***
Single finger or toe	$ 3.50	$ 5.00
Hand, wrist, forearm, elbow, humerus, ankle, foot, leg, knee, femur	6.00	8.00
Shoulder, clavicle or scapula	8.00	10.00
Nasal bones, mandible	8.00	10.00
Pelvis, hip joint, skull	11.00	15.00

MAXIMUM DENTAL INDEMNITY SCHEDULE

Chipped tooth	$ 2.00
Broken back tooth	6.00
One front tooth knocked out or broken	25.00
More than one front tooth knocked out or broken	50.00
Fillings knocked out of front tooth—replaced	3.00
Broken front tooth facings—replaced	3.00
Dental X-ray	2.00
Injury to tooth—not fractured, but requiring root canal treatment	12.00

The cost of restoring artificial teeth, crowns or peg teeth will be restricted to one-half the schedule payments.

The Benefits

Hospital coverage is not obtainable. Our present insurance covers only X-rays and medical and dental costs.

** Surgical or special treatment.
*** See Workmen's Compensation Code.

Limitations

1. No benefits will be paid for diathermy treatments.
2. No benefits will be paid for lacerations or abrasions unless prompt medical attention was given.
3. No benefits will be paid for any treatment after the treating physician has approved in writing the injured student's return to the activity in which the injury was received.
4. Unless a student has the physician's written permission to return to the squad, he shall not be eligible for benefits in the event of subsequent injury.

* * * * *

Students Learn to Officiate,—The students of Jefferson Junior High School, Columbus, Missouri, have a chance to officiate at their sports events as well as play in them. This is the result of the establishment of the "Officials' Club" in which they learn the rules and how to apply them, reports Kenneth G. Mehl in *Recreation.*

This club trains boys in the seventh, eighth, and ninth grades in the rules and techniques of the various sports, and its highest level members administer the daily athletic events. Members are carefully selected from volunteer applicants. The seventh grade section teaches the boys the accepted rules. Any sandlot adaptations are carefully noted and discussed. Emphasis is placed on training in skills, rules, and good sportsmanship. The boys learn to officiate by doing it from the very beginning, except in basketball where the intricate playing rules require a longer learning period.

In the eighth grade section, the boys take on the responsibility for "calling" seventh grade teams, writes Mr. Mehl. Club members learn rule changes and study various play situations that may come up.

At the ninth grade level, the use of standard rules books and commentaries on rules in professional magazines are added. The boys use these to help them in preparing for the tests which will determine their careers as officials. The tests are designed to show individual knowledge of the rules and the ability to apply that knowledge to various probable situations.

No boy is allowed to work a game until those responsible are entirely satisfied that he can administer that game with competence, efficiency, and complete fairness.

This club has been steadily increasing in size and activities. Ninth grade members have been assigned to officiate at inter-school games. They have worked as umpires, referees, score keepers, ticket sellers and ticket takers, and public address system announcers, and have learned official methods of scoring, timing, and charting games. School Management, Feb., 1946.

A SYMPOSIUM ON COLLEGE EDUCATION*

THE HEART OF THE PROBLEM OF EDUCATION*

The Heart of the Problem of a general education is the continuance of the liberal and humane tradition. Neither the mere acquisition of information nor the development of special skills and talents can give the broad basis of understanding which is essential if our civilization is to be preserved. No one wishes to disparage the importance of being "well informed." But even a good grounding in mathematics and the physical and biological sciences, combined with an ability to read and write several foreign languages, does not provide a sufficient educational background for citizens of a free nation. For such a program lacks contact with both man's emotional experience as an individual and his practical experience as a gregarious animal. It includes little of what was once known as "the wisdom of the ages," and might nowadays be described as "our cultural pattern." It includes no history, no art, or literature, no philosophy. Unless the educational process includes *at each level of maturity* some continuing contact with those fields in which value judgments are of prime importnce, it must fall far short of the ideal. President James Bryant Conant, Harvard University, in Introduction to *General Education in a Free Society.*

* * * * *

Tutorial System At Knox College,—Under this new program at Knox College, a student is expected to prove that he has a "general education" to adapt him to his physical, social, intellectual, and cultural environment, and also a "liberal education" to free his personality for individual development. To establish his claim to a general education, a student must qualify through examination in six areas—English writing, a foreign language, mathematics, the natural sciences, the social sciences, and arts and literature. A few well-equipped students may be able to pass some of these examinations at the time they enter college; others can prepare for them either by taking special integrated general education courses and courses in the various departments, or by independent study with their tutors. Every freshman is assigned to a tutor, and carries one-fourth of his work during the freshman year under the tutor's instruction. Each tutor has ten to twelve students in his charge, meets with them weekly as a group for an hour's seminar discussion of significant books read by all the members of the group, and in weekly individual conferences a half-hour long during which the student's written work, special reading assignments,

*This group of articles appeared in "*What the Colleges Are Doing,*" published by Ginn & Co.

vocational guidance, and other problems are discussed. . . . Approximately one-third of our entire teaching staff, including seven full professors, are participating in the tutorial instruction. Report of President Carter Davidson, Knox College.

* * * * *

"YALE HAS ADOPTED NEW PROGRAM WHICH PRESCRIBES NINE COURSES"

Yale,—Nine of the twenty courses taken by the student in his career in college are prescribed, or lie in prescribed groups of courses. Three of these are basic studies: English, mathematics, and the modern languages. Six of them are in distributional fields, allowing approximately two courses in science, two in the humanities, and two in the social sciences. The amount of prescription is eased, especially for the able student, by the fact that six of the nine requirements are capable of being anticipated by excellent work in the secondary school and on the entrance examinations. . . .

In outline, the Standard Program is fairly orthodox. In the details, however, there are a number of things novel to Yale. *First,* the faculty has set up a sequence of three courses in science for the B.A. candidate, two of which he must take in regular order. Science I is a course in chemistry and physics: Science II is a combination of astronomy and geology; and Science III combines botany, zoology, and psychology. Science I and III have preferred positions, and the student is not permitted to substitute Science II for either of the other courses unless he has done well in physics, chemistry, and biology in school. These courses have been newly designed. They are not professional in nature; neither are they survey courses. Their method will be topical, and chosen topics will be considered thoroughly in the six hours of class and laboratory sessions each week.

A *second* feature of the Standard Plan is the demand by the faculty that each student engage in summer work of an intellectual nature. This is called "Summer Reading." In the summer between Freshman and Sophomore years the student must read from a general list of books which every educated man should know. In the summer following his Sophomore year the student must read from a list prepared by his major department. In the summer following Junior year the student must, at the discretion of his department, read in preparation for his comprehensive examination, or undertake specific work in the field or library toward his Senior essay or project.

A *third* novelty in this program is the attempt to give the student a sample of integration. The ninth requirement in the

Standard Program is entitled "Relationships of Learning," and is to be taken in the student's Junior or Senior Year. At least five courses will be provided each year under this rubric, and in this category the student will normally take his second course in the humanities or the social sciences. Here the purpose is to give broad courses which will relate several fields of study in terms of contemporary life in America. . . .

The programs outlined here apply only to those men who are candidates for the Bachelor of Arts degree. Dean William Clyde DeVane, in *Higher Education.*

* * * * *

"HARVARD PLANS FOR GENERAL EDUCATION"

Harvard.—This committee proposes that of the sixteen courses required for the bachelor's degree, students should be required to take six courses in general education. In any individual program no such course may be counted for both concentration and general education. Of the six courses, at least one shall be in the humanities, one in the social sciences, and one in the sciences. In the first two of these areas a particular course will be designated and required of all students. The prescribed courses in the humanities and the social sciences would be expected to furnish the common core, the body of learning and of ideas which would be a common experience of all Harvard students, as well as introductions to the study of the traditions of Western culture and to the consideration of general relationships. In the area of the sciences it is proposed that there be established alternative courses to meet the needs of those students who come to college with marked divergences in their preparation and plans for special study, as well as with disparities in their competence in dealing with mathematical and scientific material.

. . . No one of these additional or second-group courses shall be in the student's particular department of concentration, although one of them, and only one, may fall within the broad area in which he is concentrating.

It should not be assumed that all of the courses designed for the general education requirements or sponsored by the Committee on General Education would be mammoth introductory, and certainly not survey, courses. The first group of required courses would, it is true, be very large, although they would not be what is understood ordinarily by survey courses. But, in the second group of general education courses, it is believed that many of them would

be relatively small, in some instances confined to students with special qualifications . . .

It is suggested that the required courses in the humanities, the social sciences, and the sciences shall be taken during the first two years of college. Under most circumstances it will be desirable for the student to take two of these courses during his Freshman year and the third during his second year. The broad scope of these courses would be particularly helpful to the student who is preparing to choose a field of concentration. It is believed that the remaining, or second-group, courses in general education would not have to be taken at any particular time.

It is proposed that the course in the area of the humanities which will be required of all students be one which might be called "Great Texts of Literature." The aim of such a course would be the fullest understanding of the work read rather than of men or periods represented, craftsmanship evinced, historic or literary development shown, or anything else. These other matters would be admitted only in so far as they are necessary to allow the work to speak for itself. Otherwise they should be left for special, not general, education.

. . . Any course which attempts to consider the nature of the Western heritage must raise more questions than it professes to answer. It should open up questions of ends as well as of means, of values and objectives as well as of institutional organization. But it should also include an analysis of some of the great attempts which have been made to find answers to these questions. The course would, in other words, include an historical analysis of certain significant movements and changes in Western society together with the reading of substantial portions of certain of the classics of political, economic, and social thought which those changes have helped to produce. . . .

To provide for introductory general education in the sciences it is proposed that two new courses be instituted: one in the principles of physical science and one in the principles of biological science. Both courses are to be planned primarily to give students an insight into the fundamental principles of the subject and the nature of the scientific enterprise. From *General Education in a Free Society*, James B. Conant, Harvard University Press.

* * * * *

Oregon's New Program of Liberal Studies,—Beginning with the Fall Quarter 1946 - 1947, the University of Oregon is putting into effect a new major curriculum in Basic Liberal Studies leading to

a Bachelor of Arts degree. The curriculum is designed to lay a substantial foundation for understanding the literature, science, and history of civilization.

It represents a departure from the so-called free elective system that has prevailed in American universities and colleges for many years. It might well be called a restricted elective program, since the greater part of a student's work must be selected from a restricted list of courses.

Under this new program, a student, in addition to satisfying general University requirements in English composition, physical education, health education, and military science must complete eight-year sequences selected from a list of courses involving five fundamental fields of study during his Freshman and Sophomore years. These fields include: foreign language, literature, science, mathematics, and social science. High school preparation in a foreign language is indispensable for admission inasmuch as the foreign language list includes only second-year language courses. In the literature field all students will be required to take Shakespeare and a one-year sequence in Latin, German, French, Spanish, or English literature. Two-year sequences in science selected from physics, chemistry, zoology, and botany are required, along with a year sequence in mathematics. A survey of modern European history with a year sequence selected from anthropology, economics, geography, political science, psychology, or sociology constitute the requirements for the social sciences.

During the Junior and Senior years, under this program, the student will be required to complete nine one-year sequences selected from courses listed in seventeen different departments, not more than two of which may be chosen from any one department. Not all courses offered by the departments are acceptable for this degree; only those bearing upon the objectives of the program are included. The aim is to secure a very wide distribution of the student's work even in the upper division. Only students in the upper thirty per cent of entering Freshmen are eligible for registration in Basic Liberal Studies. *Oregon's New Program in Basic Liberal Studies.*

* * * * *

PRINCIPLES GOVERNING SCHOOL LUNCHES*

A Committee Report

The Joint Committee affirms the following fundamental principles governing the *school lunch*:

First, that the school lunch, contributing as it does to the child's nutrition, is a fundamental factor in the general health of that individual and, therefore, necessarily becomes a part of the school health program and, therefore, of the educational program as a whole.

2. The school lunch inevitably contributes positively or negatively to the child's education and, therefore, constitutes a vital part of the child's educational experience.

3. Since many pupils, especially in rural areas served by consolidated schools, live too far from school to go home for lunch and many children of working parents eat lunch away from home, the school lunch occupies a place of great importance.

4. The school lunch should be planned primarily for its nutritional and educational significance and should not be used as a means of making profit for the school or for a concessionaire. In some instances where children cannot pay the full cost of their lunch, arrangements must be made for feeding certain children free. In other instances, all children may have to be fed at a deficit, which may have to be met from outside funds or by the utilization of available foods (surplus, or donations) for which no payment in cash needs to be made.

5. Because of its nutritional and educational implications, the school lunch should emphasize foods of fundamental nutritional importance. Candies and soft drinks are not in themselves objectionable unless emphasized at the expense of basic foods or unless they are exploited for profit.

6. The sanitation of the school lunch is important because of the immediate harm that can result from contaminated, spoiled or infected food. Even when no demonstrable catastrophe occurs, the slovenly or unsanitary handling of food is an unfavorable educational experience for those who participate in the serving or consumption of food under unsatisfactory or other undesirable conditions. The sanitary requirements for school lunches have been set

* The Joint Committee of the National Education Association and American Medical Association, at its 1945 meeting in Chicago, adopted the following statement and authorized its publication immediately upon receipt by any interested publication. Clippings or editorial comments will be appreciated by the Committee and may be sent to: Thurman B. Rice, M.D., Chairman, State Board of Health, Indianapolis 7, Indiana, or W. W. Bauer, M. D., Secretary, 535 North Dearborn Street, Chicago 10, Illinois.

forth by the Joint Committee in another publication entitled "Sanitary Requirements for School Lunches."

7. In view of the educational significance of the school lunch, the Joint Committee believes that regardless of the source of funds, food supplies or other contributions, the administration of the school lunch program should be a function of the department of education, with sanitary supervision by the department of health. Financial aid from outside sources should be made available under conditions which do not interfere with local control of the projects to meet local needs.

8. Every advantage should be taken of technical assistance available, from state or federal sources if such technical assistance is not available locally. Continuous efforts are necessary to provide more trained persons for work in connection with school lunches.

9. The popular principle of a hot dish with the school lunch does not in itself assure a significant contribution to the child's nutrition unless the hot dish is composed of foods which tend to make a balanced diet when eaten in conjunction with the customary box or pail lunch, consisting of sandwiches and dessert. In certain localities and at certain times of the year a fruit or vegetable salad would be far more valuable than merely serving a hot dish.

* * * * *

SANITARY REQUIREMENTS FOR SCHOOL LUNCHES*

A Committee Report

Lunchroom directors, principals and school physicians or health officers should work together to see that sanitary measures are watched and thus prevent the spread of disease through foods.

The school lunch serves an extremely important purpose from the standpoint of nutrition and practical health education. Such being the case, the Joint Committee on Health Problems in Education calls attention to certain protective sanitary measures, knowing that the carrying out of these measures will help avoid sickness resulting from contaminated food.

REPORT OF THE JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION OF THE NATIONAL EDUCATION ASSOCIATION AND AMERICAN MEDICAL ASSOCIATION.

* The Joint Committee, at its 1945 meeting in Chicago, adopted the following statement and authorized its publication immediately upon receipt by any interested publication. Clippings or editorial comments will be appreciated by the Committee and may be sent to: Thurman B. Rice, M.D., Chairman, State Board of Health, Indianapolis 7, Indiana, or W. W. Bauer, M.D., Secretary, 535 North Dearborn Street, Chicago 10, Illinois.

The educational aspects of school lunches, as well as the requirements for an adequate diet, have been presented in the Joint Committee report, "Health Education," (1941 edition), to which the reader is referred. The index of this report furnishes many references to the educational value of the school lunch.

For the purpose of assisting further, we make the following additional recommendations concerning lunchroom personnel and equipment:

1. All persons employed in the lunchroom must be scrupulously clean in person and attire. They should be required to submit to health examinations or procedures which the health or school authorities may see fit to require.

2. The lunchroom and kitchen must be clean and as well equipped as it is possible to expect under the existing circumstances in the particular school, bearing in mind the fact that many schools which are poorly equipped are in very special need of school lunches from the standpoint of nutrition and education.

3. There must be present and in constant use the following equipment: a stove of such capacity as will furnish abundant heat for heating large amounts of water, a sufficient supply of soap or detergent; facilities for washing dishes in water sufficiently hot (115 F. to 120 F.) to scald them with water over 170 F. and to allow them to dry without wiping; a supply of dishes and utensils sufficient to permit good practice in the handling of food; a clean, tight cupboard for the storage of dishes and utensils used in cooking; a supply of kitchen linen or its paper substitute great enough to permit sanitary handling of the food; and an icebox or refrigerator. Where no refrigeration is provided, perishable food left over should be disposed of.

4. Food low in price is permissible, but it must not be fermented, decomposed, frostbitten, unclean or of unsanitary quality.

Milk should be pasteurized. If unpasteurized, it should be boiled on the premises. If powdered milk is used, it must be mixed with safe water within an hour or two of the time it is to be used.

Home-canned fruits are safe, *but home-canned meats and vegetables may be used only after being boiled for* 15 *minutes after removing from the can, and without tasting.** In the absence of satisfactory refrigeration "leftovers" are never to be carried over to the next day; food prepared must be eaten, sent home with the children, or put in the garbage the same day it is prepared.

Day old products are not to be used if there is any ingredient which is capable of spoilage or fermentation. This precaution is

*Italics are Editor's.

particularly needed with products containing cream fillings, meringues, custards or non-acid dressings such as salads made with mayonnaise, Hollandaise cream or cooked dressing, for example, potatoes, chicken, fish, eclairs, cream-puffs or other cream-filled bakery goods; hash or other ground and left-over meat dishes, except smoked or cured meats.

5. The housekeeping of the lunchroom and the kitchen must be above criticism. Particular attention should be given to the exclusion of flies, rats, mice, roaches and other vermin. Food must be kept in closed, dust-proof and vermin-proof containers. Similar containers must be provided for disposal of garbage. Garbage should be wrapped if local ordinances so provide.

6. The personnel and equipment must be under the daily supervision of some responsible person trained for such work — school physician or school nurse, principal or home economics teacher — or representative of the health department — who will have authority to order the abatement of a condition which may be dangerous. This responsible person shall decide whether a lunchroom worker is or is not fit to work on any given day. He shall take into consideration the following points and such others as seem pertinent or necessary to insure safety to the persons eating the school lunch:

(a) Is the worker clean in person and clothing? Are hands clean and nails well trimmed and clean? Is the hair covered by an appropriate hair net or cap? Does the worker wash hands immediately before handling food and after use of the toilet?

(b) Is there suspicion that the worker is suffering from some communicable disease? If so, he should be examined by a physician or health officer who, in turn, should inform the administrative head of the school regarding the possible transmission of the disease. He should not be permitted to return to work after sickness or absence of undetermined cause until seen by a physician.

(c) Is there any skin disease or discharging wound?

(d) Is there any infectious disease, such as scarlet fever, in the home of the worker?

(e) Does the worker cover the nose and mouth when coughing or sneezing and wash hands after using handkerchief?

(f) Does the worker exercise care in handling food, food utensils and containers?

The close cooperation of lunchroom directors, principals and school physicians or health officers is required if school eating

places are to be safe. These people working together can see that sanitary precautions are taken and thus prevent the spread of disease through foods.

* * * * *

A B C's OF SCHOOL LUNCH SANITATION*

A Committee Report

The Worker's Health

1. Does the worker meet acceptable health requirements which the school and local health authorities require?

2. Does some responsible person in the school such as the public health nurse, home economics teacher or other designated person determine whether or not a lunchroom worker is fit to work on a given day?

(a) Is there suspicion that the worker may have or has recently had a communicable disease?

(b) Is there now or has there been recently any communicable disease in the home of the worker?

(c) Has the worker an infectious skin disease or discharging wound?

3. If there is suspicion of a worker having a communicable disease, is she seen by a physician or health officer who advises the head of the school before she is allowed to work?

4. Does the school have a record of the communicable diseases the worker has had as: diphtheria, scarlet fever, smallpox, typhoid fever and tuberculosis?

If the worker has had any of these diseases, has a special examination or tests been given her to determine whether or not she is a carrier of the disease or at present has the disease, and it is safe for her to be a food handler?

Personal Hygiene

1. *Clean hands at all times* is one of the most important single factors in food handling.

(a) Does the worker always wash her hands with soap and hot running water after every visit to the toilet?

(b) Are facilities adequate for handwashing? i. e. sink easily accessible, hot running water, soap, paper towels, etc.

2. Does the worker cover her mouth and nose when she coughs and sneezes and wash her hands after using a handkerchief?

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*Modified from a statement by the Minnesota State Nutrition Council School Lunch Committee in cooperation with Divisions of Sanitation and Preventable Diseases, Minnesota Department of Health. Used by permission.

3. Is the worker always clean in person and clothing? (All clothing worn should be washable.)

4. Is her hair neatly covered with a hair net or cap?

5. Does the worker exercise care in handling food, food utensils and containers?

(a) Fingers should not be inserted in clean cups, bowls or glasses; silver should be handled by the handles.

(b) Does the worker always use tongs, forks, scoops and similar utensils when dispensing food? (Food should never be fingered.)

Food Handling

Raw, Uncooked and Perishable Foods:

1. Are all foods carefully checked for freshness and fitness for use at delivery and again before use in food preparation?

Are those discarded that are questionable in smell, taste and appearance?

2. Are perishable foods (especially meat, poultry, fish, milk and many fresh vegetables and fruits) purchased daily as needed?

3. Are all foods stored satisfactorily to ensure safe keeping until used?

(a) Meats —spread out to chill quickly and refrigerated at 45° F. or below?

(b) Milk —refrigerated immediately and kept at 450° F. or below?

(c) All perishable foods as fresh vegetables, fruit, butter, poultry and fish refrigerated at 450° F. or below?

(d) Cereals, flour, sugar and other staples stored in satisfactory vermin-proof containers in a dry place?

4. Is all milk used for the lunch pasteurized? Is milk for drinking served in half-pint or pint bottles?

Cooked and Left Over Foods

1. Are foods which commonly cause food poisoning if contaminated:

(a) Safeguarded from contamination by carefully following all the preceding precautions?

(b) Discarded when they become left-overs unless the food is of a nature that can be *thoroughly re-cooked* before being served at the next meal?

Note: Such foods as custard fillings, hash and other ground and left-over meat dishes, salads made with mayonnaise and cooked dressings as potato, fish, chicken and others are the most common

causes of food poisoning, although most foods if contaminated may become dangerous.

2. Are all left-overs suitable for serving again cooled quickly (spread out in shallow pans to cool, satisfactorily covered) and refrigerated when partially cooled at a low temperature?

3. Are left-overs suitable for serving used up not later than the next day? Are they carefully examined for appearance and smell and *thoroughly re-cooked* before tasting and serving?

4. Are all pork products thoroughly cooked before serving?

5. If canned non-acid vegetables that are not commercially canned are used are they *boiled* 15 *minutes* before tasting and serving?

Water Supply

1. Is water used from a safe supply?

2. If well water is used does it come from a properly located and constructed well that meets the standards of your own State Department of Health?

Garbage Disposal

1. Are garbage cans watertight, rodent proof, constructed of durable metal and equipped with tight fitting covers?

2. Are garbage cans washed regularly and kept clean?

3. Is garbage stored and disposed of so it does not create a nuisance or provide a breeding place for flies?

Dishwashing

1. Are particles of food removed from soiled dishes by careful scraping and prerinsing in warm running water?

2. Are dishes washed thoroughly in *clean hot water* with enough effective soap or detergent (water should be hot enough so soap powder dissolves completely and as hot as can be borne by the hands — 115°-120° F.)?

3. Is the dishwater changed often so it is always clean and hot?

4. Are all clean dishes rinsed first with flowing water (115°-120° F.) then put into baskets and submerged (1) in clean hot water at 170° F. for 2 minutes or (2) in clean boiling water for ½ minute? (Pouring scalding water over washed dishes is not a satisfactory method of disinfection as all surfaces of the dishes are not exposed to the hot water and the dishes cool off too rapidly.)

5. Are dishes allowed to drain until dry before putting away? (Toweling of dishes is not recommended.)

6. Are the same methods used to wash silver and glasses as

are given above for dishes? Is special attention given to the tines of forks, bowls of spoons and rims of glasses?

7. Are clean dishes, glasses and silver stored in cupboards or cabinets to protect them from contamination?

8. Are cooking pots, pans and cutlery thoroughly washed in hot soapy water and kept clean and santiary?

General Sanitation of the Lunchroom and Kitchen

Good housekeeping is closely related to good sanitation.

1. Are flies, rats, mice, roaches and other vermin controlled? (Vermin-proof containers for food must be provided and used.)

2. Is food protected by satisfactory coverings (very important when sweeping and dusting is being done)?

3. Is the housekeeping and cleanliness of the lunchroom, kitchen and equipment above criticism?

* * * * *

We are growing taller and heavier,—It has been said that in the last four generations the gain has been 1 inch (2.5 cm.) and 5 to 7 pounds (2.3 to 3.2 Kg.) per generation. Here are some figures for the United States:

	Height	Weight
Harvard fathers	173.95 cm.	140.24 pounds
Harvard sons	177.50 cm.	150.30 pounds
American college youths, 1916-1917	67.15 inches	132.05 pounds
American college youths, 1935-1936	69.23 inches	141.79 pounds
American college girls, 1916-1917	62.93 inches	119.00 pounds
American college girls, 1935-1936	63.72 inches	120.88 pounds

These figures show consistent gains in height and weight, save in female weight. Here the lack of gain probably is due to "dieting." *Journal A.M.A.*, February 16, 1946, p. 464.

* * * * *

Supervisor Retires,—Dr. Henry F. Mace, supervisor of school medical service in the Bureau of Health and Physical Education, State Education Department, retired on December 31, 1945.

Born in Walton, N. Y., Doctor Mace was graduated from Jefferson Medical College in Philadelphia, Pa., in 1899. He did graduate work in physical training at Harvard University, in health education at Massachusetts Institute of Technology, in school administration and statistics at State College for Teachers in Albany, in public health administration at Albany Medical School and post-graduate work at the New York Post-Graduate Hospital in New York City.

Doctor Mace came to the State Education Department in May, 1925, as assistant medical inspector of schools.

NUTRITION*

A Committee Report

Our work with school, public health, and agriculture groups in various parts of the country leads us to believe that the national interest in better nutrition of school children has increased during the past year. Also nutrition education in schools is apparently increasing in both quantity and quality. Still we have made only a beginning.

The school lunch offers an excellent opportunity for nutrition education, but it is not being utilized to anything like its full capacity for direct nutrition teaching. Most commonly it is thought of primarily as a feeding program and only incidentally as a nutrition education activity. It appears that much of our "nutrition education" is rather abstract.

Unfortunately some school officials feel that little can be done to improve the nutritional status of the children unless the school serves a hot lunch. In many such instances the improvement of home-packed lunches has been neglected.

In spite of wide-scale school-sponsored lunches, relatively little has been done to study and evaluate their effectiveness in improving the nutritional status of the school child. It has been generally felt that the school lunch is a good thing, but we have made only feeble attempts to evaluate it critically or to demonstrate its supposed value.

At present we should know more about the types and prevalence of nutritional difficulties existing among school children in different sections of the country. We have given too little consideration to the possibilities of increasing the health and efficiency levels of the so-called "normal" or average school child by better-than-average nutrition. For example, studies by Dr. Ruth Flinn Harrell* during the past few years suggest very strongly that an increased intake of thiamine over the so-called minimal requirement increases the learning ability of many children to a significant degree. Further studies of this type are greatly needed.

It is suggested that the Governing Council of the American School Health Association make the following recommendations to the authorities indicated:

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*Harrell, Ruth Flinn, Effects of Added Thiamine on Learning. Contributions to Education, No. 877. Teachers College, Columbia University.

Report of the American School Health Association Committee on Nutrition. Read at the meeting of the Governing Council in Chicago Sept. 17, 1945, and unanimously approved.

I. *Congress*—

1. That the appropriations for school lunches be continued.

2. That the funds be administered in such a way as to simplify utilization of such funds by the local school.

3. That a suitable fund be ear-marked for appraising the value of the school lunch.

4. That the policy be to give assistance to schools needing assistance but to avoid coercion of school authorities to use federal funds where local feeding programs are already functioning satisfactorily.

5. That federal authorities administering the school lunch fund encourage the use of the school lunch for the direct teaching of better food habits among school children.

6. That some provisions be made for permitting smaller schools, not having adequate physical facilities, to benefit from federal funds — for example, central kitchens with truck delivery.

7. That the entire program be less rigid and more flexible to fit the individual needs of various communities.

8. That federal funds be used to demonstrate to the community the effectiveness of school lunch programs and that communities be encouraged to finance their own programs when they become convinced that such money is well spent.

9. That a long-range plan of federal participation be established and guaranteed in-so-far as possible and that federal assistance gradually and systematically be reduced instead of increased.

II. *To the Surgeon General of the United States Public Health Service*—

1. That the U. S. Public Health Service develop, study and evaluate methods for making rapid nutrition appraisals of school children and make these findings available to health departments throughout the country.

2. That the U. S. Public Health Service, through all available channels, encourage State and local health departments to study the nutrition status of school children in their respective areas and cooperate closely with educational and agricultural groups in making the best possible use of the findings.

It is further recommended that the Governing Council of the American School Health Association go on record as favoring:

1. A practical course in nutrition for teachers in training.

2. More training in the practical and medical aspects of nutrition of children for school and public health physicians and nurses.

3. More attention to appraising nutrition status of children

during physical examinations and inspections.

4. More research on the relation of nutrition to the physical and mental status, efficiency, and learning ability of the school child.

5. Incorporation of practical nutrition training in the teaching programs of all elementary and high schools.

Submitted by the Nutrition Committee,

DR. WALTER WILKINS
RUTH BLAKELY

* * * * *

Supreme Court Upholds Regulation,—Regulation 19 (a), Section 20, of the Sanitary Code, adopted by the Board of Health of the City of New York, requires teachers and other employees who work in the schools and come in contact with the children, to procure biennially a certificate from a physician, or from the Board of Health, based upon a chest x-ray examination and certifying that such employee is free from tuberculosis. Certain teachers who objected applied to the Court for an injunction to prevent the Department of Health from enforcing the regulation.

In his decision, Justice Sweezey decided two questions: (1) Has the State delegated the power to enact the regulation in question to the Board of Health of the City of New York? (2) Is the regulation arbitrary, capricious or unreasonable and contrary to the constitution and laws of the State of New York? On the first question the Justice ruled that "the Legislature had properly delegated the power to regulate the public health to the Department of Health of the City of New York with certain limitations."

In considering the second question, the Justice took into account the fact that tuberculosis is a disease which frequently is not diagnosed other than by x-ray until it has existed in the patient for considerable time. He considered the contact between teacher and school child as often intimate and greatly increases the hazard to the child if the teacher should have an active infection. He concluded that "under the circumstances the regulation is not arbitrary or capricious, but rather a reasonable exercise of the power vested in the Board of Health to protect the public health."

He further ruled, "there is no constitutional prohibition against class legislation, as such, if classification is based upon some reasonable ground and it is not essentially arbitrary." And in conclusion he says, "Where, as here, the choice must be made between the individual rights of the teacher on the one hand, and the health of school children generally, on the other, I am of the opinion that the teachers' rights must yield to the common good."

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EDITORIAL

While much of the material in this issue of the Journal has appeared in print before, it has been in publications which probably do not reach the eyes of most of our readers. It seems to us valuable enough to merit our space.

The symposium on education at the college level shows in its articles a definite post-war trend that will profoundly affect curriculum building at that level.

The era when a student(?) could decide which hours, and in some cases which days he would attend classes regardless of the resulting hodge-podge seems near its end. He seems to be facing a time when there will be much more "guidance" in his curriculum choices than has been the case in many universities. Whether this guidance will be greatly to his advantage many will doubt.

Many faculty members express abhorrence at the idea that a student should be "required" to take any course he does not desire to take. This claimed freedom has not been wholly honest. Departments within the College have requirements which the Department sets up with little control from the faculty as a whole. These requirements are not always to the advantage of the student.

If these broader requirements now being set up are kept snugly under general faculty control the student will have a better chance of graduating a better—certainly a more broadly—educated person.

pediculosis - a classroom problem

"It is highly probable that infestation with lice is rather common among school children. . . ."
Shelanski et al., Arch. Dermat. & Syph. 51:179, 1945.

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The various committee reports merit careful study and thoughtful use. Drawn by some of the leaders in their special fields of school health, with the advice of other experts, they should be peculiarly useful in the changing post-war concepts of what education should include and what it should do for us.—*C. H. K.*

* * * * *

ABSTRACTS AND NOTES

State Recommendations for Kitchen Sanitation in Schools,—With the reopening of schools, inquiries have been made concerning proper methods of washing dishes in schools which do not have mechanical equipment. Following are the recommendations of the State Department of Public Health. These are minimum standards. Additional safeguards may be required by local health departments.

How To Wash Dishes,—A two-compartment sink, a sink and a dishpan, or two large dishpans, are needed.

Scrape the dishes and utensils carefully to remove particles of food. It is desirable to rinse dishes before washing.

Wash dishes thoroughly in *hot* water with enough soap or detergent to make good suds so as to remove all grease and food particles. Water should be as hot as the hands can stand (110°-120° F.). Change water frequently to keep it clean and always hot. Take particular care in washing tines of forks and bowls of spoons. Thorough washing and rinsing of dishes and utensils is very important in order to prevent the growth of germs and molds.

How to Sanitize Washed Dishes.—Simple washing and rinsing of dishes is not sufficient to guard against the spread of disease when dishes are used in group feeding. For this reason, the dishes, utensils and food containers used in the school should be sanitized. This can be done by one of the following methods:

Method I. Place washed dishes and silver in a wire or wooden rack and immerse them for at least two minutes in clean hot water, at or near the boiling point (170° F. or higher).

Method II. First rinse the washed dishes and utensils of soap. Immerse for two minutes or longer in lukewarm or cool water to which chlorine has been added in the proportion of 100 parts per million. As more dishes are immersed, more chlorine should be added. The use of racks for lowering the dishes into the solution will be found convenient. One tablespoon of a 3 per cent solution of chlorine to one gallon of water will give a solution of the desired strength. Chlorine preparations vary in strength. Consult your local health officer or the State Department of Public Health if

in doubt as to the amount of any given commercial preparation you should use.

Method I is preferred because it is simpler and because it is easier to control the temperature of water than to control the amount of chlorine which evaporates.

How to Dry Dishes,—The best method is to leave the dishes and utensils in the racks and drain and dry in the air. Cover with a clean cloth. Drying of dishes and utensils with towels is not recommended, but if done, towels shall be clean and used for no other purpose.

How to Store Dishes,—When dishes and utensils have dried, they should be put away in a clean, dry, closed cupboard. Glasses, bowls and cups should be inverted. Silverware should be placed in a covered box or drawer.

Care should be taken to handle the clean dishes and utensils as little as possible. Glasses and bowls should be grasped from the bottom, plates at the edge, cups by the handles, silverware by the handles, etc.

How to Dispose of Garbage,—Arrange for removal of garbage at least twice a week or dispose of it by burying it immediately and covering it with at least six inches of packed earth, or burn it in an incinerator. Until removal, garbage should be kept in a metal container closed with a tight lid. These containers must be cleaned thoroughly after each emptying. Do not allow garbage to accumulate.

How to Dispose of Dishwater,—Schools which have a connection with a city sewer system or with a septic tank or cesspool should flush the dishwater into that system. Schools having no connection with a waterflushed drainage system, should make provision for sanitary underground disposal of dishwater. Advice concerning the construction of such disposal systems can be obtained from local health departments or from the State Department of Public Health. California's Health, Department Public Health, October 15 and 31st, 1945.

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Regulations and Laws Governing the Employment of School Audiometrists,—Regulations governing the issuance of certificates of registration to school audiometrists were adopted by the State Board of Public Health of California at its meeting October 13. They are as follows:

"In accordance with the provisions of Chapter 743 of the Health and Safety Code, the following shall be the qualifications required for a certificate of registration as school audiometrist:

"(1) Applicant who has satisfactorily completed a course in

audiometry in a university, college, or institute, whose curriculum has been approved by the California State Board of Public Health, may receive a certificate. If the applicant completed the course in audiometry more than five years prior to the date of application, he must have had at least one year of experience in the interim in the administration of hearing tests of school children in the public or parochial schools, or other tax maintained institutions in this State.

"(2) Applicant who presents evidence of having had two years of substanital and responsible experience in the administration of hearing tests of school children in the public or parochial schools, or other tax maintained institutions in this State within five years preceding the date of application, shall qualify for a certificate.

"(3) Applicant must submit evidence that he has no physical handicap which will interfere with the performance of his duties.

"(4) All applications for the certificate of registration as school audiometrist shall be filed in the office of the State Department of Public Health, Room 739, 760 Market Street, San Francisco 2.

"(5) A registration fee of $3 shall accompany each application."

Section 252.7 was added to the Health and Safety Code by the last Legislature requiring the State Board of Public Health to issue certificates to school audiometrists and to provide qualifications for the tests of the hearing of school children. Another new Section 252.6 permits public schools to employ school audiometrists registered by the State Board of Public Health. The law requires that audiometrists give tests with instruments accepted by the Council of Physical Therapy of the American Medical Association. The Legislature also amended the Education Code in regard to audiometrists.

Section 13059.2 was amended to read "the qualifications for school audiometrist shall be a certificate of registration as a school audiometrist issued by the State Board of Public Health and a health and development certificate."

Section 16551 was amended to read "No physician, oculist, dentist, dental hygienist, optometrist, otologist, chiropodist, school audiometrist, or nurse not employed in such capacity by the State Department of Public Health, shall be, nor shall any other person be, employed or permitted to supervise the health and physical development of pupils unless he holds a health and development certificate." In effect, this provision exempts employees of the State Department of Public Health who work in the schools from the requirement of holding a health and development certificate.

California's Health, Department of Public Health, October 15 and 31, 1945.